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ABSTRACT

This country profile of Burma is one of a series of country profiles intended to give the user a graphic view of the structure, outputs, and legal basis of the vocational training system of individual countries in the Asia-Pacific region. The data, gathered by the Asian and Pacific Skill Development Programme in Pakistan, generally cover the years 1974 to 1984. The document reviews, through graphs, Burma's economically active population by industry, number of students enrolled, and number of students who graduated from vocational training institutes. It includes information on types of training courses conducted and legislation on vocational training. The report is scheduled to be updated yearly. (KC)

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Vocational Training in Asia and the Pacific

A Profile of Burma

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INTERNATIONAL LABOUR OFFICE
ISLAMABAD, PAKISTAN, 1987

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Introduction

These country profiles, which will be updated yearly, are intended to give the user a graphic view of the structure, outputs and legal basis of the vocational training system of individual countries in the Asia-Pacific region.

The sources of information were the APSDEP focal points. Wherever possible, we have tried to collect data from 1974 to 1984.

Although the data are presented in a relatively uniform way, there is no intention to make comparisons. In any case, the variety of training systems and arrangements available in the Region make comparisons difficult, if not impossible.

With these profiles we hope to give the users of our information services an idea of the progress, development and changes in vocational training in the APSDEP region.

The data that will be collected through this project will be filed in the APSDEP data base on regional statistics on vocational training.

As far as possible, we have tried to follow the outline given below:

1 Economically active population—by occupation (1983);

2 General level of employment, 1974-84;

3 Population trend, 1974-84;

4 Employment structure, 1974-84 (in thousands), according to economic sector, for example—agriculture and forestry, mining and manufacturing, construction, services;

5 Number of graduates in public and private vocational training institutes, 1974-84; number of graduates by trade, 1974-84;

6 Government budgetary allocations and investments in vocational training, 1974-84, in local currency, or US dollars;

7 Chart of types of vocational training courses;

8 Chart of the administrative structure and functions, including lines of co-ordination between the branches;

9 Types of vocational training institutes;

10 Recent laws on vocational training, or amendments to existing legislation.

RONY V. DIAZ
Director

Burma

National Development Plans of short and long duration are being carried out for the economic and social development of the country. Raising the standard of vocational and technical education is an important part of these plans.

Initial and further training of employed persons is usually undertaken by the departments, boards and corporations of the relevant ministries. On-the-job training is given within these organisations.

Since 1972 the Ministry of Labour has been carrying out the National Vocational Training Programme to promote systematic training in industry of various grades of skilled workers and supervisors. A National Vocational Training Committee co-ordinates and formulates skill training policies.

The Labour Ministry's Department of Labour established a National Vocational Training Centre to train key personnel such as training officers and craft instructors required for carrying out training programmes in industry.

The Vocational Training Centre is under the Department of Labour. It is headed by a Deputy Director, who is in effect the principal of the Centre. There are four sections: the In-plant and Supervisory Training Section; the Centre-Based Training Section; the Trade Skill Testing and Audio-Visual Section; and the Administration Section.

From January 1972 to June 1976 the Ministry of Labour, in co-operation with the United Nations Development Programme (UNDP) and the International Labour Organisation (ILO), implemented the Vocational Training Project.

One of the objectives of this Project was to organise and implement training programmes within industry so that they include group training schemes for apprenticeship training; operative training; skill upgrading of existing workers; and training of supervisors.

Although the project was terminated in 1976, this objective still remains valid, as it is, in essence, the *modus operandi* of the National Vocational Training Programme.

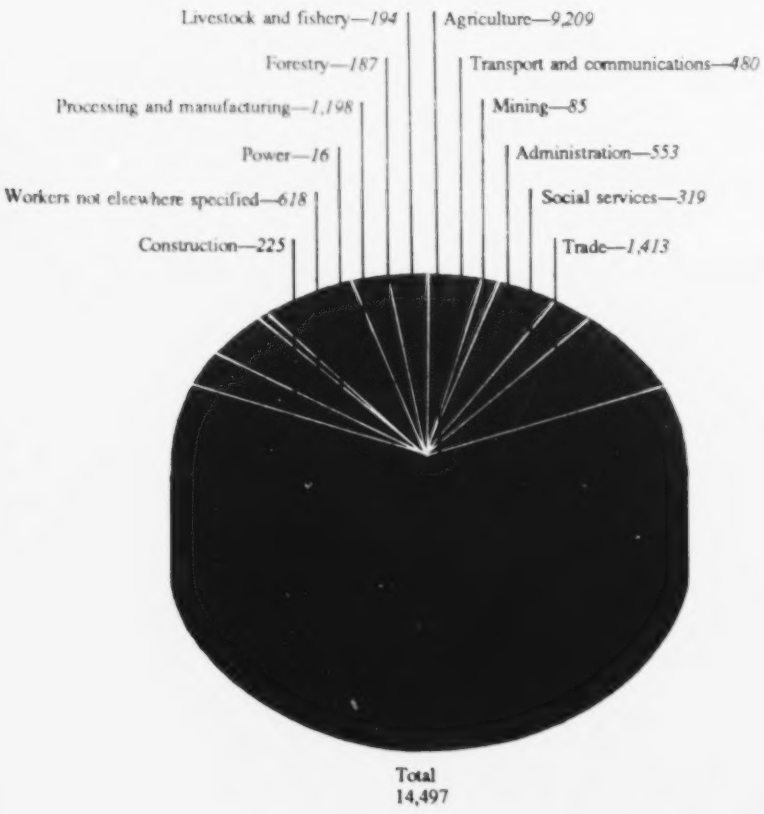
The salient features of vocational training in the near future

Since the termination of the UNDP-ILO Project in 1976, the Vocational Training Centre of the Department of Labour has been carrying on the tasks to attain the aims of the National Vocational Training Programme. However, consolidation of present activities and further expansion of activities to include Standard Setting and a National System of Trade Testing and Certification are necessary to attain the original objectives of the project.

The Department of Labour has drawn up, in consultation with experts from the ILO Regional Office for Asia and the Pacific, a document for a project to be implemented in co-operation with the UNDP and ILO. Efforts are being made to include the project in the next cycle of the Country Programme.

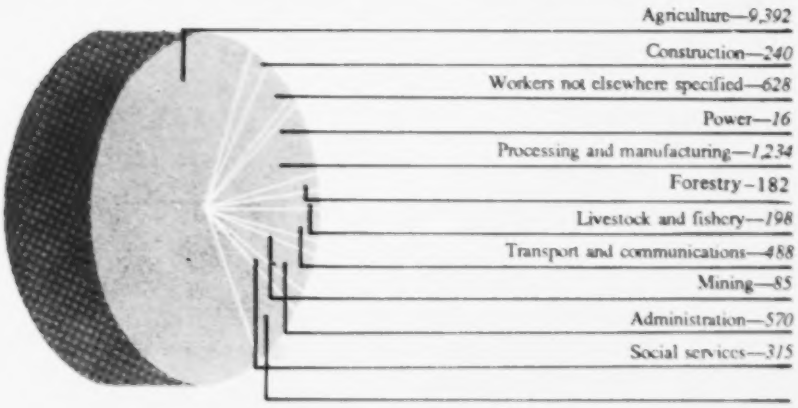
Country Profile

Figure 1
Estimated active labour force (in thousands, 1983-84)



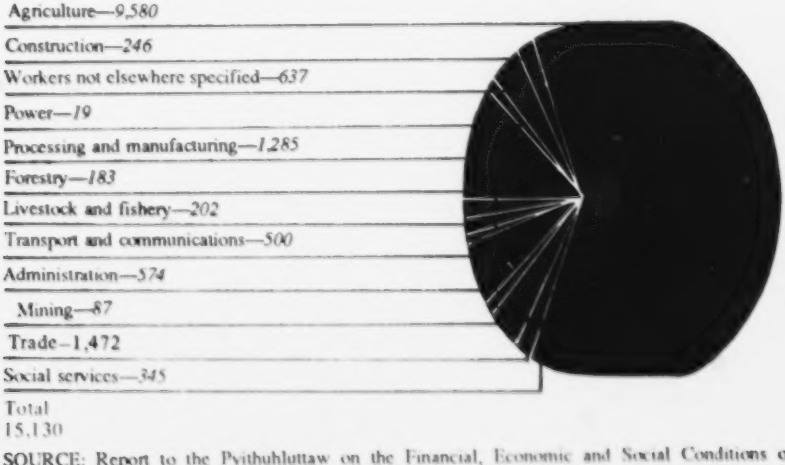
SOURCE: Report to the Pyithuhluttaw on the Financial, Economic and Social Conditions of the Socialist Republic of the Union of Burma for 1984-85.

Figure 2
Estimated active labour force (in thousands, 1984-85)



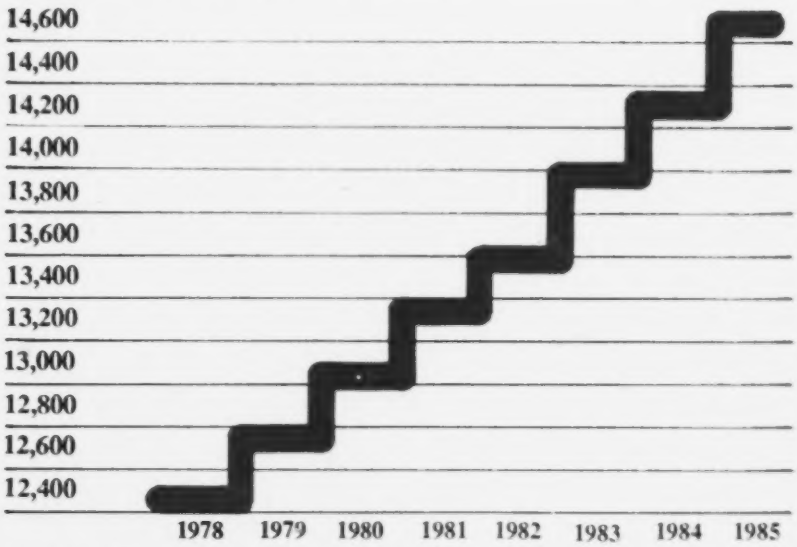
SOURCE: Report to the Pyithuhlutaw on the Financial, Economic and Social Conditions of the Socialist Republic of the Union of Burma for 1984-85.

Figure 3
Estimated active labour force (in thousands, 1985-86)



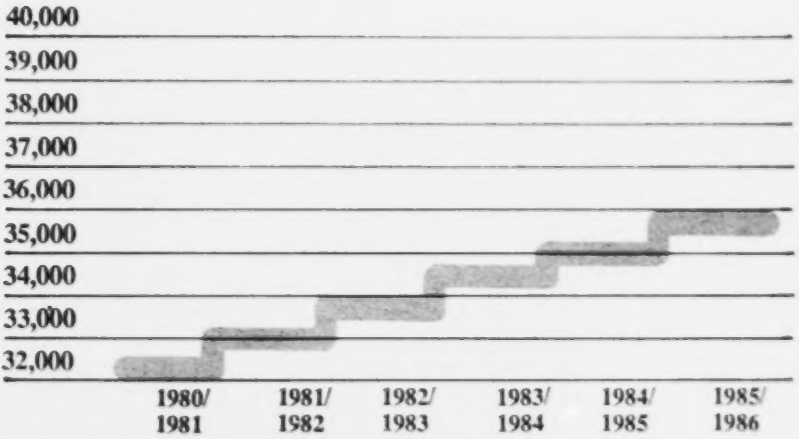
SOURCE: Report to the Pyithuhluttaw on the Financial, Economic and Social Conditions of the Socialist Republic of the Union of Burma, 1985-86.

Figure 4
Employment by industry (in thousands)



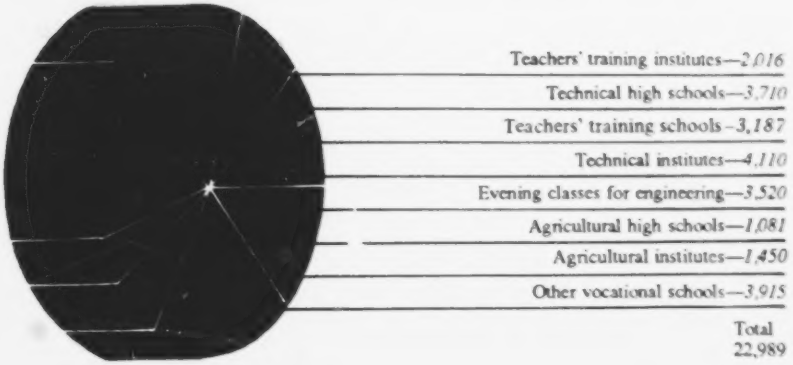
SOURCE: ILO Yearbook of Labour Statistics, 1986.

Figure 5
Population actual (in thousands)



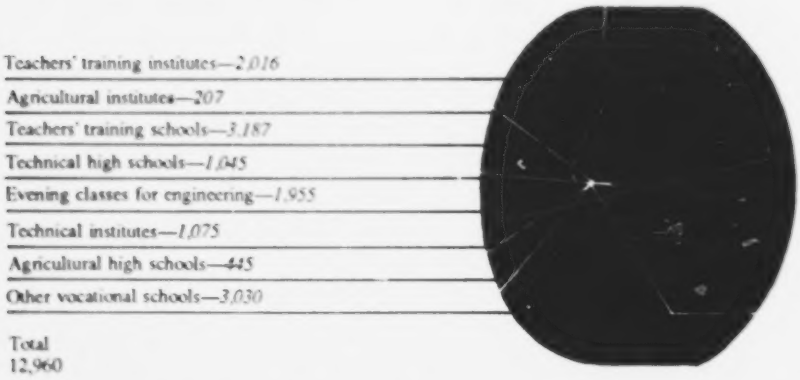
SOURCE: Pyithuhluttaw Annual Report 1986-87.
The Socialist Republic of the Union of Burma.

Figure 6
Total number of students enrolled in vocational and technical education schools and institutes, 1983-84



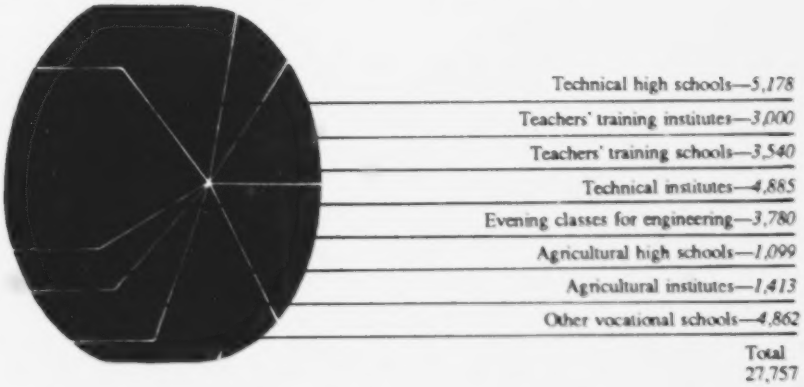
SOURCE: Report to the Pyithuhluttaw on the Financial, Economic and Social Conditions of the Socialist Republic of the Union of Burma, 1984-85.

Figure 7
Number of students passed from vocational and technical education schools and institutes, 1983-84



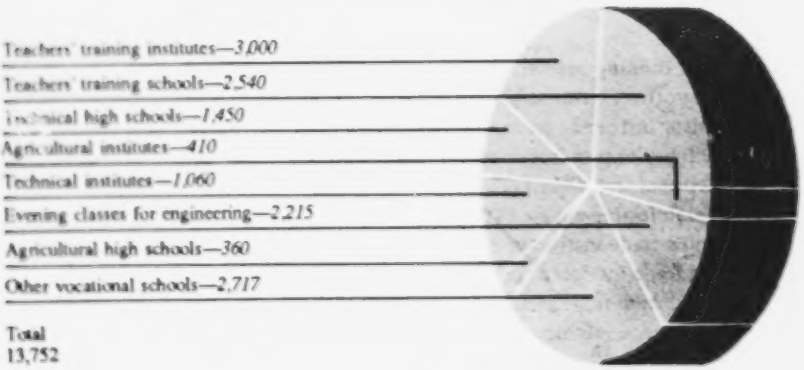
SOURCE: Report of the Pyithuhluttaw on the Financial, Economic and Social Conditions of the Socialist Republic of the Union of Burma.

Figure 8
Total number of students enrolled in vocational and technical education schools and institutes, 1985-86



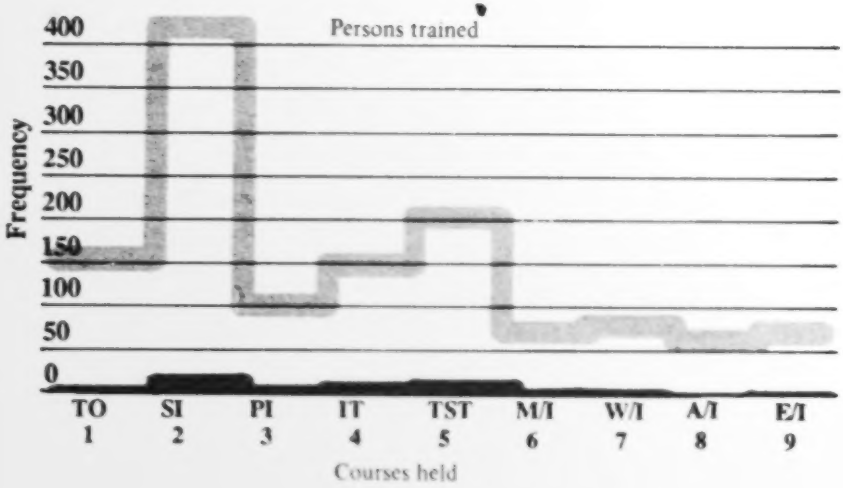
SOURCE: Report of the Pyithuhluttaw on the Financial, Economic and Social Conditions of the Socialist Republic of the Union of Burma.

Figure 9
Number of students passed from vocational and technical education schools and institutes, 1985-86



SOURCE: Report of the Pyithuhluttaw on the Financial, Economic and Social Conditions of the Socialist Republic of the Union of Burma.

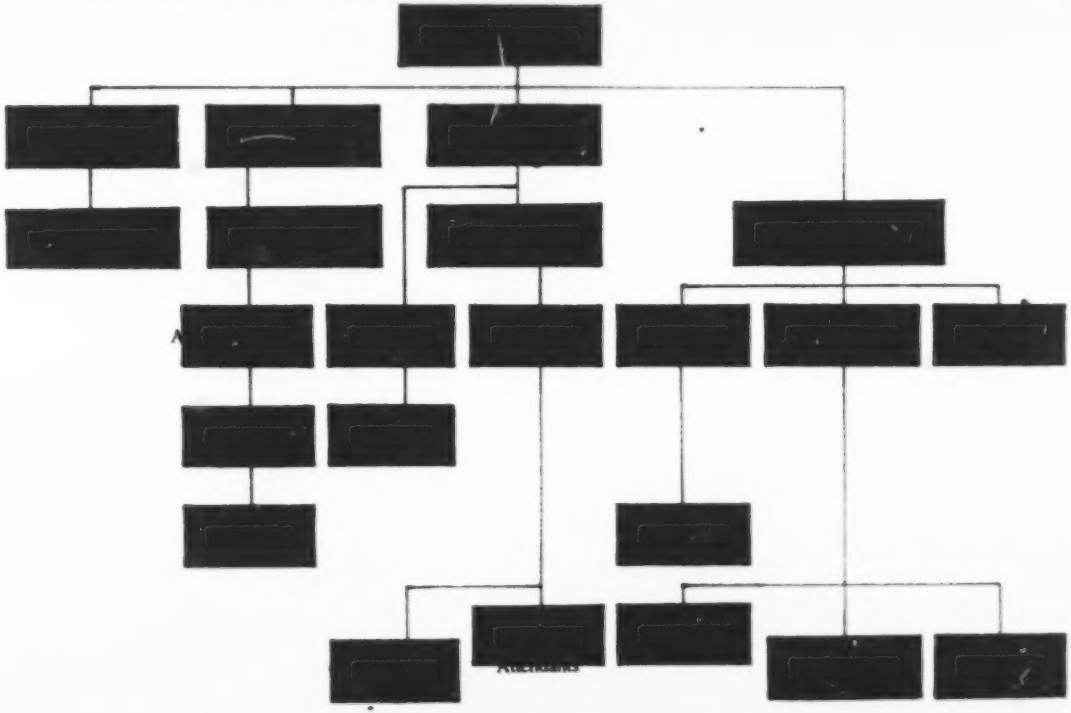
Figure 10
Department of Labour, Vocational Training Centre: courses held and number of persons trained from 1981-82 to 1986-87



Types of training courses

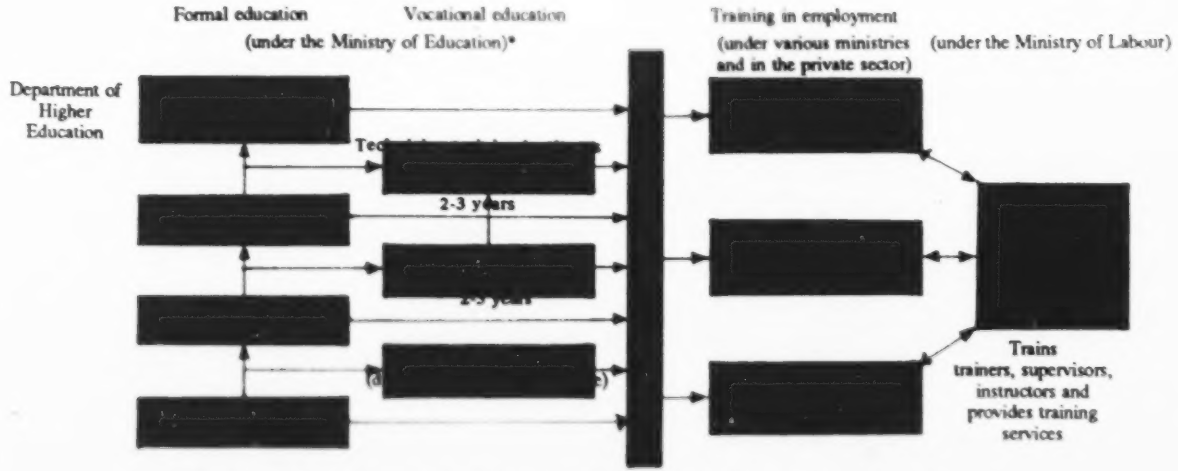
1. Training officers' course (TO)
2. Supervisor instructor course (SI)
3. Productivity improvement course (PI)
4. Instructional technique (IT)
5. Trade skill testing course (TST)
6. Machining trade instructor course (M/I)
7. Welding trade instructor course (W/I)
8. Auto-Mechanic trade instructor course (A/I)
9. Electrical trade instructor course (E/I)

Figure 11
Organisational chart of the Vocational Training Centre, Department of Labour



SOURCE: Report of the National Seminar on In-Plant Training, May 1984.

Figure 12
Link between formal education, vocational education and training in employment


Formal education
Vocational education
(under the Ministry of Education)*
Training in employment
(under various ministries and in the private sector)
(under the Ministry of Labour)
Department of Higher Education
2-3 years
Trains trainers, supervisors, instructors and provides training services

*The Institutes of Medicine, Dentistry, Paramedical courses, Medical Technician and Nurses Training are under the Ministry of Health.

SOURCE: Ministry of Labour.

Types of Training Courses

The following courses are being conducted at two vocational training centres under the Ministry of Labour:

a *Training Officers' course*. This course is designed for personnel who will organise, implement and manage various types of training courses for workers in industry. The course lasts six weeks and two such courses are held each financial year.

b *Supervisor-Instructor course*. This course is for personnel who will train various grades of foremen and supervisors in industry. The course lasts six weeks and four such courses are held each financial year.

c *Productivity Improvement course*. This course is aimed at higher-level supervisors and mid-level managers, who could directly influence the organisation of work and improvement of methods, and thus help in raising labour productivity. The course lasts six weeks.

d *General Instructional Technique course*. This course is designed to impart training and teaching methodology to training personnel and instructors from various organisations. The course lasts three weeks.

e *Trade Skill Testing Methodology course*. This course is for personnel administrators and instructors from training centres who conduct theoretical and practical tests for workers, either for promoting or for assessing their skills and knowledge at the end of training. The course lasts three weeks.

f *Trade Instructor courses*. These courses are designed to train instructors who will train apprentices and skilled workers in their trade specialisations. The courses take four to six months, depending on the trade, and includes theoretical and practical instruction for upgrading the knowledge and skills of the would-be instructors. The important part of the course is

training methodology and the practice of the various methods of instruction. At present four trade courses are being held: Machinist Trade Instructor course; Welding Trade Instructor course; Automotive Mechanic Trade Instructor course; and Electrical Trade Instructor course.

g Conducting tailor-made courses at the request of the enterprises.

h Providing advisory services in pedagogy to enterprises.

i Providing part-time lectures.

The Training Officer's Supervisor-Instructor, and Productivity Improvement courses are held at the Prome Road Training Centre. The other courses are held at the Kanbe Training Centre.

Legislation

a The Law defining the Rights and Responsibilities of Peoples' Workers, enacted in 1964, determines the rights of workers to education;

b The Employment and Training Act of 1951 empowers the Minister of Labour to establish facilities and implement programmes for the training and education of those seeking employment, or those already employed.

c The Apprentice Act of 1950 needs to be revised.

d The Agricultural Vocational and Technical Education Law empowers the Minister of Education to establish government technical institutes, technical and vocational schools, and technical courses for those in employment.

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